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ABSTRACT

During 1997-98, state agencies in Washington worked to implement the state's High Skills, High Wages Plan for Workforce Training and Education, focusing on seven most urgently needed actions to ensure that the people of the state succeed in an economy that requires ever higher levels of skill and knowledge. Progress made on seven actions included the following: (1) an agency continuous improvement plan was made and impact evaluations of the Job Training Partnership Act, community colleges, and the work force training and education system were begun; (2) a worker retraining program, job placement centers, one-stop career centers, and a labor market information system were established to increase system capacity; (3) school-to-work transition activities included recommending a certificate of mastery, initiating a multiyear evaluation, funding work-based learning (WBL) and teacher preparation projects, conducting research on career preparation standards and public awareness, participating in a national curriculum development initiative, and examining whether all student populations are being served; (4) college admission standards were revised and a WBL guide developed to improve integration of the work force training and education system; (5) website enhancements and publication dissemination increased public awareness of training and education issues and initiatives; (6) WorkFirst, a welfare reform initiative, was begun in collaboration with other state agencies; and (7) connections between workforce training/education and economic development were strengthened through a job skills program, manufacturing extension service, and a demonstration project on informal learning in the workplace. (KC)

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ED 425 345

A Report to the Legislature

Progress of Operating Agencies in Implementing

High Skills, High Wages

Washington's Comprehensive Plan for Workforce Training and Education

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Washington State
Workforce Training and Education Coordinating Board

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Workforce Training and Education Coordinating Board

The Vision

The Workforce Training and Education Coordinating Board is Washington State's valued and trusted source of leadership for the workforce training and education system.

Mission Statement

The Workforce Training and Education Coordinating Board's mission is to bring business, labor, and the public sector together to shape strategies to best meet the workforce training needs of all of Washington's students, workers, and employers in order to create and sustain a high-skill, high-wage economy.

To fulfill this mission, Board members and staff work together to:

- Advise the Governor and Legislature on workforce training and education policy.
- Promote a system of workforce training and education that responds to the lifelong learning needs of the current and future workforce.
- Advocate for the nonbaccalaureate training and education needs of workers and employers.
- Facilitate innovations in policy.
- Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.

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A Report to the Legislature

Progress of Operating Agencies in Implementing

High Skills, High Wages

Washington's Comprehensive Plan for Workforce Training and Education

July 1997 – June 1998

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Introduction

In November 1996, the Workforce Training and Education Coordinating Board (WTECB) revised *High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education* and submitted the plan to the Governor and the Legislature. The plan identified seven "most urgently needed actions" and other recommendations to ensure that the people of Washington State succeed in an economy that requires increasing levels of skill and knowledge.

This report fulfills the requirements of RCW 28C.18.080 (3) and (5). The law requires the state agencies represented on the Workforce Training and Education Coordinating Board to develop operating plans that are consistent with *High Skills, High Wages*. It requires WTECB to provide a report by December 1 each year to appropriate legislative committees of agencies' implementation of the comprehensive plan.

This is the Board's fourth annual report to the Legislature. It covers fiscal year 1998, July 1997 to June 1998.

The progress covered in this report is from the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Employment Security Department, and WTECB itself.

Most Urgently Needed Actions

The seven "most urgently needed actions" represent WTECB's most critical recommendations to guide changes in the workforce training and education system to meet the needs of Washington State's employers and workers.

1. **WTECB and the other agencies and partners of the workforce training and education system will implement Performance Management for Continuous Improvement throughout the training system**. Within two years, all workforce training and education programs will have formal continuous improvement efforts in place.

2. **In order to match labor market demand, the capacity of the workforce training and education system must increase.** Within two years, the supply of workforce training at community and technical colleges should increase by 4,050 student FTEs. Within two years, the workforce development system must be implementing its One-Stop Career system. And within two years, the state must increase its support for school-to-work transition to assure capacity for work-related learning in the K–12 system.

3. **School-to-work transition partners must continue their scheduled work to implement a system that will improve the movement of students to postsecondary training and to employment in the careers of their choosing—and back to training again, as needed**. In particular in the next two years, STWT partners will work with the State Board of Education as they define what follows the Certificate of Mastery.

4. **WTECB must lead the effort to ensure that all elements of the workforce training and education system are vertically integrated**. Within two years, STWT partners in the K–12 system, those working to assure effective welfare-to-work transitions, those providing adult basic skills training, and the JTPA system should have established clear linkages with postsecondary education and training.

5. **WTECB must continue its work to increase public awareness about the importance of workforce training and education issues and initiatives**. Within two years, WTECB will have completed an initial public awareness effort to increase public understanding and support of the goals and strategies of this plan.

6. **Workforce training and education agencies and partners must make welfare reform work**. Within two years, these partners must develop programs that integrate basic skills and occupational skills training with work experience so that time-limited training for those on public assistance actually will enable them to become self-supporting.

7. **Workforce training and education partners must ensure firm connection between their work and economic development**. In the next two years, economic development and workforce training programs should work together to establish and implement policies that target firms applying high performance work practices—practices that enhance and engage the skills and decision-making capacity of workers.

Action 1

The Workforce Training and Education Coordinating Board and the other agencies and partners of the workforce training and education system will implement Performance Management for Continuous Improvement throughout the training system. *Within two years, all workforce training and education programs will have formal continuous improvement efforts in place.*

Synopsis: In Progress.

Agencies and workforce training programs have more widely used continuous quality improvement efforts, reinforced by the Governor's Executive Order on Quality Improvement.

One example of quality improvement is from the Seattle-King County Private Industry Council (PIC). Enrollment doubled in its WORKFORCE program after the PIC and its partners moved to a larger facility, began implementing its One-Stop Career Development Center format, and started promoting its services. Customers often had to wait three months to see a counselor. Using quality improvement tools, staff analyzed the process and time required for customers to be served, examined capacity, and focused on key value-added services. They redesigned the process to:

- Eliminate or reduce waiting periods, duplication, bureaucracy, and bottlenecks.
- Simplify or standardize tasks and forms.
- Improve or upgrade services, products, equipment, and workspace.

The result was a new intake schedule and process that gave customers value-added services from the time they came through the doors. It reduced the wait time for a counselor to three weeks. The new design continues to be readjusted to meet customers' needs.

RECOMMENDATION	PROGRESS
Agencies will expand the number of statewide programs that have performance goals and indicators.	*In Progress* ▶ Performance goals and indicators were completed for School-to-Work Transition and the One-Stop Career Development system. The State Board for Community and Technical Colleges (SBCTC) updated performance goals in 1997–98 and will revise indicators in 1998–99.

RECOMMENDATION	PROGRESS
The Workforce Training and Education Coordinating Board (WTECB) and other agencies also will use these data to establish floor and target standards for selected indicators.	*In Progress* ▶ SBCTC will set target standards for performance funding in 1998–99.
WTECB will continue to develop standards for data collection and maintenance for measuring workforce training program performance.	*In Progress* ▶ Additional data collection and maintenance standards have been adopted by a multi-agency workgroup.
Agencies will place new data standards in new workforce training information systems, including those developed for the One-Stop Career Development system.	*In Progress* ▶ Community and technical colleges and the One-Stop system are implementing standards. One-Stop will ensure consistency with both state and federal data standards.
The Office of the Superintendent of Public Instruction (OSPI) should expand the scope of the post-high school graduate follow-up project and develop the ongoing capacity to evaluate student results as indicated by postprogram experiences.	*In Progress* ▶ The number of districts involved in following up secondary vocational students grew to 87 during the 1997–98 school year and will grow to more than 100 for the 1998–99 school year, but the project is still funded and administered on a project basis.
WTECB and the workforce training and education agencies will complete the design, pilot test, and implement the consumer report system.	*In Progress* ▶ WTECB adopted a policy framework, and an interagency workgroup began development of consumer report system. It should be operational in 1999.
The Adult Education Advisory Council and the Office of Adult Literacy at SBCTC should implement performance measures consistent with the state's Performance Management for Continuous Improvement system.	*In Progress* ▶ The desired results for basic skills education were addressed in eight performance goals for system improvement defined by SBCTC. The specific goal on basic skills education focuses on progress by students. Future funding will be tied to demonstrated improvements in student skills.

RECOMMENDATION	PROGRESS
(Action 1 continued)	
Workforce training and education agencies will identify funds to support continuous improvement and to implement plans that have been developed through their continuous improvement process.	*In Progress* ► While no specific funds have been set aside, WTECB, SBCTC, OSPI, and the Employment Security Department (ESD) have, to varying degrees, increased use of Baldrige-like continuous improvement criteria to develop budget requests.
When reviewing agency budget requests for recommendations to the Office of Financial Management and the Legislature, WTECB will consider the extent to which agency requests are informed by continuous improvement efforts.	*In Progress* ► WTECB requests evidence of continuous improvement analysis underlying agency budget requests.
Results will be assessed separately for target populations to determine progress in serving an increasingly diverse population.	*In Progress* ► WTECB regularly reports results from women and people of color.

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Action 2

In order to match labor market demand, the capacity of the workforce training and education system must increase. *Within two years, the supply of workforce training at community and technical colleges should increase by 4,050 student FTEs. Within two years, the workforce development system must be implementing its One-Stop Career system. And within two years, the state must increase its support for School-to-Work Transition to assure capacity for work-related learning in the K–12 system.*

Synopsis: In Progress

The number of workforce training slots at community and technical colleges fell slightly, implementation began for the One-Stop Career Development system, and pilot projects for work-based learning were initiated.

During fiscal year 1998, regional partnerships began developing plans for delivering high-quality employment-related services through One-Stop Career Development Centers. The goal is for every region to have at least one full-service center operational by June 1999. The One-Stop system will reach an expanded customer base and allow customers to access services according to their need, ranging from self-service through the Internet to one-on-one service for those who need more assistance. Self-service access has been instituted in many areas, with customers using services to conduct self-assessments, develop resumes, review job listings, and apply for jobs on-line.

White Salmon provides one example of what a Career Development Center will look like. The center provides business assistance and employment related services, including matching jobs to job seekers, a computer lab, an alternative school for youth, and on-site adult basic education classes. With the addition of a vocational rehabilitation counselor and a couple of other programs, the center will meet the basic requirements for a Career Development Center by June 1999.

RECOMMENDATION	PROGRESS
Washington will work to create One-Stop Career Development Centers to improve access to high-quality, job-related services.	*In Progress* ▶ ESD distributed planning funds to 12 regions. The regions made substantial progress in writing business plans.
WTECB will analyze the gaps between the training needs of the economy and the training supplied by the state's training and education system and publish the results widely.	*Completed* ▶ WTECB approved *Workforce Training: Supply, Demand and Gaps-1998* in May 1998 for publication and distribution during the summer.

RECOMMENDATION	PROGRESS
(Action 2 continued)	
In order to reduce the gap in the supply of workers with vocational degrees and certificates, the state must fund additional enrollments (4,050 FTEs) in vocational programs at the community and technical colleges.	*No Progress* ▶ Vocational training (also called workforce training) FTEs at community and technical colleges declined from 52,481 in the 1994–95 school year to 50,433 in the 1997–98 school year, in part due to a reduction in worker retraining.
SBCTC should explore options for managing funding so funds can be directed to the vocational preparation of the workforce. SBCTC should adopt appropriate options and forward recommendations that require statutory actions to the Governor and Legislature.	*Limited Progress* ▶ SBCTC provided grants and other incentives for colleges to invest in vocational programs. Grants resulted in 18 skill standard projects that ensure training programs provide students with up-to-date industry standard skills.
The State Occupational Information Coordinating Committee should continue its three-year plan to improve the quality and accessibility of labor market information.	*In Progress* ▶ Implementation of this plan continues.
ESD also should continue to improve labor market information as outlined in the Department's plan for expenditures from the Employment and Training Trust Fund (ETTF).	*In Progress* ▶ ESD continues to follow the direction provided by its ETTF plan to improve labor market information. Emphasis is on launching the Washington Interactive Labor Market Access (WILMA) and consumer reports systems.
The Adult Education Advisory Council and Office of Adult Literacy at SBCTC should ensure that adult basic skills and English-as-a-Second-Language providers are included as active partners in their local One-Stop Career Development system.	*In Progress* ▶ SBCTC identified basic skills education as one of the required programs to be included in the One-Stop system.

Action 3

School-to-Work Transition partners must continue their scheduled work to implement a system that will improve the movement of students to postsecondary training and to employment in the careers of their choosing—and back to training again, as needed. *In particular, in the next two years, School-to-Work Transition partners will work with the State Board of Education as they define what follows the Certificate of Mastery.*

Synopsis: In Progress

WTECB initiated a dialog with the State Board of Education on the Certificate of Mastery and the postcertificate period of high school.

Giving kids a vision for their future and helping businesses become school-friendly are among the objectives of the Business-Education Partnership in Yakima. Sponsored by the Greater Yakima Chamber of Commerce and Yakima Valley Community College, the initiative acts as a clearinghouse for connections between businesses, educators, and students.

The goal of the partnership is for businesses and educators to share information on skills required in the workplaces of today and tomorrow. Tuesday Tours, organized by the partnership, allow teachers to spend time in local businesses to learn how the subjects they teach are applied in the workplace and what skills students need to be successful when they enter the world of work. Students obtain job shadows and internships through the partnership. Businesses also provide classroom speakers and expertise to teachers.

In one project, a graphic art class from Eisenhower High School designed and created logos, stationery, and business cards for 37 local businesses. Students researched each business and made presentations to the firms once designs were completed. A local marketing company helped students by critiquing their designs. Students were able to learn graphic art skills in a way that provided them with a real-life experience.

Due to the success of this initiative, the state's Business-Labor Alliance helped fund development of materials and training so four communities can establish their own partnerships in Fiscal Year 1999 using the Yakima community as a model.

The Business-Education Partnership, initiated with a Tech Prep grant four years ago, involves seven Yakima-area school districts, the Yakima Valley Technical Skills Center, the chamber of commerce, and the college. Last year, 450 (mostly small) businesses, 350 students, and 85 teachers participated in various partnership programs and activities.

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RECOMMENDATION	PROGRESS
(Action 3 continued)	
The Commission on Student Learning (CSL) must ensure that work-related foundation skills are part of the essential learning standards and their assessments. CSL must clearly define the core competencies associated with Goal 4: "Understand the importance of work and how performance, effort, and decisions directly affect future career and education goals." These competencies must be distinctly defined so they can be assessed. Certification of the competencies must be valid with employers, adult workers, and others who will give the certifications currency.	***Limited Progress*** ▶ Some work-related competencies are included in essential learning standards. Standards for Goal 4 are not clearly defined. Performance-based (nonpaper-and-pencil) assessments are not yet developed for work-related competencies.
The state's School-to-Work Transition (STWT) partners and the State Board of Education must ensure that essential learning requirements are developed for the period between the completion of the Certificate of Mastery and high school graduation.	***Limited Progress*** ▶ In October 1997, WTECB endorsed Career Development Standards that could be adopted by the K–12 education system. These standards describe the basic skills wanted by employers and needed by individuals to succeed in any career field.
Business and labor representatives must help develop and validate the new learning standards.	***Limited Progress*** ▶ Three business and labor representatives served on a committee convened by CSL to provide advice on requirements for the Certificate of Mastery.
We must continue the improvements in schools that allow for connections to the world beyond the classroom.	***In Progress*** ▶ OSPI provided $3.2 million to 37 consortia to support development of STWT initiatives in 245 school districts. WTECB began a five-year evaluation of STWT in Washington. Preliminary findings for the first-year baseline evaluation were completed in spring 1998.

RECOMMENDATION		PROGRESS
		The Business-Labor Alliance funded development of materials and training for local business-education partnerships using a model from Yakima. Four communities (Auburn, Chehalis-Centralia, Longview-Kelso, and Moses Lake) will receive training and help in establishing partnerships in FY 1999. WTECB convened a workgroup to examine availability of career-related information products and services and to make recommendations to fill identified gaps.
We must increase the number and quality of work-based learning opportunities for youth.	*In Progress* ▶	WTECB funded 7 work-based learning pilot projects during the year, bringing the total to 16 pilot projects funded since January 1997. These pilot projects created work-based learning opportunities in 11 communities, including Seattle, Spokane, Vancouver, Port Angeles, Yakima, Walla Walla, and Tacoma. The Business-Labor Alliance funded three week-long, work-based learning projects in the construction trades and a pilot apprenticeship exploration class in Seattle SBCTC provided training materials and technical assistance to educators and worksite supervisors through a work-based learning resource center, an Internet site, and professional development workshops.

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Action 4

The Workforce Training and Education Coordinating Board must lead the effort to ensure that all elements of the workforce training and education system are vertically integrated. *Within two years, School-to-Work Transition partners in the K–12 system, those working to assure effective welfare-to-work transitions, those providing adult basic skills training, and the Job Training Partnership Act system should have established clear linkages with postsecondary education and training.*

Synopsis: Limited Progress.

Skill standards provide clear expectations from business and industry on what is required to succeed in the workplace. They are a guide rather than a plan of action. Educators are beginning to use skill standards in several important ways. Skill standards are used to check and revitalize curriculum so coursework can more effectively make students of all ages work-ready. They are used to improve instructional strategies, career guidance and counseling, and to guide student work-based learning experiences. They also are being used to facilitate a student's transition from high school to postsecondary education through articulation agreements.

Innovative partnerships involving industry and leaders from the K–12 schools, community and technical colleges, and four-year universities are formed to develop industry-defined skill standards in 18 occupational groups. The recently completed information technology skill standards received national attention. These skill standards are important because most occupations in information technology are relatively new, and they are increasing in importance. The Boeing Company, Microsoft, Hewlett-Packard, the Washington Electronics Association, the Washington Software Association, the Washington Retail Association, and the Northwest Food Processors Association are among the industry partners participating in skill standards development.

RECOMMENDATION	PROGRESS
Agencies should ensure that all programs end in a competency-based credential fully accepted by the next level of learning.	*In Progress* ▶ SBCTC is developing skill standards in 18 occupational fields that will provide educators standards for competency-based training and certification so their students meet industry standards. SBCTC is developing a statewide articulation agreement to assure that student participation in approved secondary Tech Prep courses will count toward a college degree.

RECOMMENDATION	PROGRESS
WTECB will identify the core workplace competencies needed for entry-level workers and facilitate development of a credential to be issued upon attaining those competencies.	*In Progress* ▶ In October 1997, WTECB endorsed Career Development Standards that describe basic skills employers want and individuals must have to succeed in any career field.
The Job Training Partnership Act (JTPA) Title II should prepare participants to receive the credential.	*No Progress* ▶ The state's JTPA Service Delivery Areas will continue to use the JTPA competency system until a state workplace competency credential is developed.
The community and technical colleges should continue their work to establish competency-based learning throughout their system.	*In Progress* ▶ SBCTC is using skill standards to extend competency-based education throughout the two-year college system. Skill standards and competency-based training are being developed for 18 occupational groups ranging from information technology to cosmetology and manufacturing to travel and tourism. SBCTC also is involved with a three-state project to develop portable skill certificates for retail and financial services industries.
The Adult Education Advisory Council and the Office of Adult Literacy at SBCTC should: • Develop statewide guidelines and policies to significantly increase the number of training sites that integrate basic skills instruction with vocational training.	*In Progress* ▶ The Office of Adult Literacy established guidelines and provided $650,000 in employ-ability grants to 32 college and 6 community-based adult basic skills programs. Training providers used the grants to develop strategies to incorporate basic skills with vocational training rather than teach them in succession. Also, the grants helped expand the number of institutions providing integrated instruction from 8 to 38 statewide. A second round of grants is planned in FY 1999.

RECOMMENDATION	PROGRESS
(Action 4 continued)	
The Adult Education Advisory Council and the Office of Adult Literacy at SBCTC should:	
• Investigate the reported gap between completion of basic skills training and qualification to enter postsecondary vocational training programs.	*No Progress*
The Governor and state-level policymakers involved in education should continue to convene annually to ensure they are working to clarify and advance vision for a coherent system of lifelong learning.	*In Progress* ▶ The Western Interstate Commission for Higher Education sponsored a summit on higher education and the Governor appointed the 2020 Commission to develop a vision for higher education for the next century. There was no K–12 education summit during the 1998 fiscal year.

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Action 5

The Workforce Training and Education Coordinating Board must continue its work to increase public awareness about the importance of workforce training and education issues and initiatives. *Within two years, the Board will have completed an initial public awareness effort to increase public understanding and support of the goals and strategies of this plan.*

Synopsis: In Progress.

RECOMMENDATION	PROGRESS
WTECB will implement a public awareness strategy and every two years will measure progress in public awareness of the issue and people's involvement in the workforce system.	*In Progress* ▶ WTECB continued to advocate for STWT and other workforce training issues through legislative hearings, conferences, the news media, TVW coverage, communication with stakeholders, promotion of activities such as Groundhog Job Shadow Day, and distribution of policy documents.
Outreach efforts should be expanded to include emerging technologies, such as the Internet and information kiosks.	*In Progress* ▶ WTECB expanded its Internet home page, began widespread communication via e-mail with some stakeholders, and began building an Internet site for its "Plan for Tomorrow Today" career guide.
We also must reach community organizations, groups of people representing people of color, and people with barriers to employment.	*In Progress* ▶ WTECB worked with the State PTA in its advocacy for STWT and printed and distributed STWT materials in seven languages. In FY 1999, WTECB will fund local STWT communication projects that, in part, will reach out to groups in which English is their second language.

Action 6

Workforce training and education agencies and partners must make welfare reform work. *Within two years, these partners must develop programs that integrate basic skills and occupational skills training with work experience so that time-limited training for those on public assistance actually will enable them to become self-supporting.*

Synopsis: In Progress.

The first phase of welfare reform in Washington State began August 1, 1997. The Department of Community, Trade and Economic Development, the Employment Security Department, the State Board for Community and Technical Colleges, and the Department of Social and Health Services collaborated to develop the state's WorkFirst plan, providing the foundation to enable welfare recipients to move into employment.

A number of the state's community and technical colleges offered customized preemployment training for welfare recipients. The programs, designed to meet specific employer needs, resulted in wages above entry level for participants. Programs provided training in call center work, medical claims assistance, computerized numeric controls, and electronics assembly.

Colleges offer programs for welfare recipients and refugees that combine vocational training with English-as-a-Second Language intruction that also resulted in above-entry-level wages. These programs provided training in occupations that included building maintenance and electronics assembly. Many colleges modified their basic skills programs to focus on employment issues to provide increased skills in work readiness.

Colleges increased their capacity for combining work with learning through the work-based learning tuition assistance fund. This program targeted low-income working parents and offered them training to increase their skills and earning capacity.

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RECOMMENDATION	PROGRESS
We must develop training programs that integrate basic skills, vocational training, and work so individuals can learn the skills to be self-sufficient and "earn as they learn."	*In Progress* ▶ The community and technical colleges are redesigning training programs. The result is that more basic skills programs use short modules; integrate vocational training and work-based learning; use open-entry, open-exit, or self-paced training; and have evening or weekend classes. These improvements allow participants to gain skills, maintain employment, and leave public assistance.
As the state and communities develop One-Stop Career Development Centers under the principle of universal access, the centers must be an effective gateway to training and other employment-related services for public assistance recipients.	*In Progress* ▶ Staff from local Department of Social and Health Services offices were partners in regional One-Stop planning efforts to ensure that the Career Development Centers, when established, will serve the needs of individuals on public assistance.
The state's welfare-to-work program should be included in the Performance Management for Continuous Improvement (PMCI) system so results are measured consistently with the workforce development system as a whole.	*Limited Progress* ▶ PMCI is not included in the WorkFirst legislation. However, SBCTC will use the PMCI framework in its welfare-to-work performance measures.

Action 7

Workforce training and education partners must ensure firm connection between their work and economic development. *In the next two years, economic development and workforce training programs should work together to establish and implement policies that target firms applying high-performance work practices—practices that enhance and engage the skills and decision-making capacity of workers.*

Synopsis: Limited Progress.

The Governor is establishing an economic development policy for rural Washington.

Despite the state's lack of a strategic plan for economic development, the state's workforce training system supported economic development through the Job Skills Program (JSP) and Washington Manufacturing Services (WMS), the state's industrial extension service.

JSP is the only state-funded, employer-customized training program. Much of its $1 million biennial budget is used to train employees at firms that bring new jobs into Washington. For example, recent JSP projects in the Tri-Cities area helped train staff of three new employers—the Watts Brothers frozen food processing plant in Paterson, the International Hearth titanium smelter, and the Ponderosa Fibres paper-pulp recycling plant near Wallula. These projects trained more than 220 people in high-skill, high-wages jobs that pay from $8 to $28 an hour. JSP provides matching funds for training provided by educational institutions working in partnership with employers. On average, each JSP dollar spent on customized training has been matched by $4 in private sector investment.

WMS helped manufacturers improve their competitiveness by offering a broad base of technical and educational services, some of which were provided by the state's community and technical colleges. In one project, WMS and the Tacoma/Pierce County Chamber of Commerce surveyed more than 300 small and medium-size manufacturers to determine how WMS could best serve their needs. The survey obtained demographic information about the manufacturing community in Pierce County and asked questions about a variety of topics, including employee training and its delivery and special services needed by local manufacturers to stay competitive in the state, national, and international economies. During fiscal year 1998, WMS conducted or provided training or support to 92 manufacturers statewide on a variety of topics, including implementation of ISO 9000 quality improvement standards, materials handling, sales, benchmarking, and development of new products.

RECOMMENDATION	PROGRESS
The Legislature should increase funding for JSP.	*No Progress* ▶ Funding for JSP remained unchanged.
As part of its economic development policy, the state should explicitly establish the goal of promoting and recognizing high-performance work practices.	*No Progress* ▶ The state has not yet established a broad economic development policy; the Governor is focusing on economic development in rural Washington.
Helping firms adopt high-performance work practices should be a critical component of the industrial extension system.	*In Progress* ▶ WMS conducted 143 assessment, training and technical assistance sessions for 92 manufacturers on a variety of topics, including high-performance work practices.
SBCTC and WTECB should conduct a study of employer-based training for current workers in order to determine how providers can better meet employer and worker needs. After the study, education and training providers should act on the findings.	*In Progress* ▶ WTECB examined employer-provided training as part of its biennial evaluation of the state workforce training system and adopted recommendations in spring 1998. Recommendations were published in *Workforce Training Results—1998* and in *Workforce Training: Supply, Demand and Gaps—1998* distributed in August 1998. SBCTC is using information gathered in focus group interviews with more than 700 business throughout the state in its work with college presidents to improve service to business.
WTECB and the Department of Community, Trade and Economic Development (CTED) should continue to lead the Customized Training Initiative that targets training resources to industry associations in key sectors of the economy.	*Limited Progress* ▶ WTECB contributed to the Washington Software Alliance study of training needs in the information technology industry.

RECOMMENDATION	PROGRESS
(Action 7 continued)	
WTECB, CTED, and the other agencies will continue to work together to be responsive to employer needs.	*In Progress* ▶ WTECB is working with CTED and the interagency committee on projects of statewide significance to widely disseminate information on customized training opportunities.
The Governor and Legislature should support tax incentives for employers who provide training and education to their employees.	*In Progress* ▶ WTECB supported Governor Locke's FY 1998 supplemental budget request of $10 million in B&O tax credits for worker training.
WTECB and its business, labor, and education partners should participate in further research into Teaching Firms. This research will benefit businesses seeking to become high-performance work organizations. As we understand what informal learning skills successful workers use, our workforce training and education system can develop curricula to teach those skills. Successful students will then be prepared to be successful workers in high-performance work organizations.	*In Progress* ▶ WTECB, CTED, SBCTC, ESD, OSPI, The Boeing Company, and the Puget Sound Chapter of the American Society of Training and Development in May 1998 cosponsored a conference to disseminate findings of the Teaching Firm research and to solicit recommendations for development of implementation tools. One hundred-fifty people attended the conference from the public and private sectors.

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Other Recommendations

"High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education" includes a number of recommendations that are not specifically tied to the plan's "most urgently needed actions."

This section includes a report of progress on these recommendations.

RECOMMENDATION	PROGRESS
WTECB will conduct a study of the current funding of workforce training and education training programs by January 1998.	*Completed* ▶ WTECB published its findings in *Washington's Workforce Training System: Recommendations for Efficiency and Effectiveness* in February 1998 and distributed them to the Governor, Legislature, and workforce training and education agencies, and program administrators.
Statewide associations of labor and business, WTECB, and the workforce training and education agencies will collaborate in building the capacity of the private sector to participate in training and education policy and program development and implementation.	*Limited Progress*
WTECB will support the work of business and labor representatives as they offer training in the skills needed to be effective members of advisory or policy boards and committees.	*Limited Progress*

RECOMMENDATION	PROGRESS
(Other Recommenations continued)	
The workforce training system should infuse equity and diversity into all of its programs.	*In Progress* ▶ WTECB's evaluation of the workforce training system *(Workforce Training Results—1998)* reported employment, wages, customer satisfaction, and other results by gender and race/ethnicity. Community and technical colleges implemented plans to improve diversity participation by people of color. Colleges provided annual reports to SBCTC on progress toward their goals.
The community and technical colleges should continue their current work to develop goals and strategies for improving retention rates for people of color and those with disabilities.	*In Progress* ▶ Community and technical colleges implemented plans to improve participation by people of color and to improve diversity in the areas of enrollment, retention, completion, employment, and institutional climate. The colleges also developed plans for serving students with disabilities. Colleges provided annual reports to SBCTC on progress toward their goals.
Similarly, the community and technical colleges should develop goals for retention rates for women in training and education for occupations that have been disproportionately filled by males.	*In Progress* ▶ The colleges established plans that address sex equity enrollment and retention efforts. Their vocational program enrollments were monitored as part of the Office of Civil Rights program evaluation process and by the state's Sex Equity Coordinator.

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RECOMMENDATION	PROGRESS
If college retraining is found to be an effective means of meeting the retraining and reemployment needs of dislocated workers and employers, the business, labor, and education communities should then work to reach an agreement on a strategy to continue the program.	*In Progress* ▶ The Legislature appropriated state general funds to continue the Worker Retraining Program during fiscal year 1999.
The Governor and Legislature should consider a broader extension of unemployment insurance benefits while workers are in retraining.	*No Progress* ▶ The extended benefits program was reduced.
Businesses must be encouraged to increase their investments in upgrading the basic skills of their employees.	*No Progress*
The Governor and the Legislature should consider establishing a state Workplace Literacy Program.	*No Progress*
The Governor and the Legislature should consider offering tax incentives specifically geared to employers who provide workplace literacy training opportunities to their employees.	*Limited Progress* ▶ Bills were heard in committee during the 1998 session of the Legislature.
The Legislature should establish a Workplace Literacy Training Institute.	*No Progress*
The Adult Education Advisory Council and the Office of Adult Literacy at SBCTC should:	
• Direct a study to identify effective strategies and techniques that will improve student retention in adult basic skills classes.	*Limited Progress* ▶ SBCTC expanded its data to include community organizations providing basic skills education. The data was used to draft a retention goal for the colleges' performance management system.

RECOMMENDATION	PROGRESS
(Other Recommenations continued)	
The Adult Education Advisory Council and the Office of Adult Literacy at SBCTC should:	
• Prepare sufficient numbers of instructors qualified to fill the need for adult basic skills and literacy training.	*In Progress* ▶ The Office of Adult Literacy conducted a statewide conference and 4 workshops that providing training to 400 basic skills teachers. The office helped 25 programs develop curriculum that integrated workplace concepts and skills into basic skills training and filled 3,000 instructor requests for information and technical assistance.
The Office of Adult Literacy needs to finish its work to improve the information system for adult basic skills.	*In Progress* ▶ SBCTC expanded its data to include adult basic education and English-as-a-Second-Language programs from community and technical colleges, as well as from community-based organizations. A reporting system was developed to ensure consistent data collection and reporting.
There should be consistency between the Essential Academic Learning Requirements being developed for public schools by the Commission on Student Learning and the Core Competencies for Adult Basic Education developed for adults.	*In Progress* ▶ A crosswalk between the Essential Academic Learning Requirements and core competencies for adult basic education shows a high degree of consistency.

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A Report to the Legislature Customer Satisfaction Survey

The Workforce Training and Education Coordinating Board is committed to high quality customer satisfaction and continuous improvement. You can help us meet our commitment by completing this form, detaching it, and mailing it in. Please circle the words that best answer the following questions. In the space provided please elaborate on your response, if appropriate.

1. How useful is this report?	Not Useful	Somewhat Useful	Very Useful
2. How clear is this report?	Not Clear	Somewhat Clear	Very Clear
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JOB TITLE	SECTOR	YOUR ZIP CODE
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Does your organization provide training services to clients? Yes ___No ___

Would you like to be contacted about future WTECB initiatives in this field? Yes ___No ___

If we have any questions about what you have written here, may we contact you? Yes ___ No ___
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